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GREAT PLAINS REGIONAL INSTRUCTIONAL TELEVISION LIBRARY DEMONSTRATION PROJECT. SUMMARY REPORT.

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THIS DOCUMENT SUMMARIZES MAJOR DEVELOPMENTS OF THE GREAT PLAINS LIBRARY DURING ITS FIRST 3 YEARS OF OPERATION. THE LIBRARY IS PART OF A NATIONAL SYSTEM OF DISTRIBUTION CENTERS FOR INSTRUCTIONAL TELEVISION MATERIALS AND COURSES. IN ADDITION TO MAKING TELEVISED COURSES AVAILABLE TO SCHOOLS IN THE AREA, THE LIBRARY CONDUCTS A PROGRAM OF INFORMATION DISSEMINATION RELATING TO INSTRUCTIONAL TELEVISION. (MS)

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Summary Report
GREAT PLAINS REGIONAL
INSTRUCTIONAL TELEVISION LIBRARY
DEMONSTRATION PROJECT
OE-2-16-015

EM 004022

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Submitted herewith is the final summary report of the Great Plains Regional Instructional Television Library, a pilot demonstration conducted through O.E. contract #O.E. 2-16-015 as authorized by Public Law 85-864, Title VII, Part B, at the University of Nebraska.

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FORWARD

In a study prepared for the United States Office of Education in 1961, a number of findings and recommendations relating to the use of recorded instructional television materials in the nation's schools were made.[1] The report indicated that the use of televised instructional series by schools, colleges, and universities was on the increase, and that there was a need to develop distribution systems which would facilitate the exchange of these materials.

At the time of the McBride-Meierhenry Report, there had been reported as available for exchange ninety-six courses of instruction at the elementary school level and seventy each at the secondary and college levels. It was thought that many of these courses could be acquired for distribution without substantial outlay for rights, although even then it was apparent that a considerable amount of money would be necessary at the outset to establish a competent staff and to insure development of adequate procedures for the selection and duplication and distribution of tapes and kinescopes.

After an exhaustive survey, therefore, of the materials available and the likely disposition of educators to use them, recommendations were made that a national distribution center and two regional distribution centers be activated on an experimental and pilot basis. These national and regional centers were conceived to be exchange libraries for instructional television materials and hereafter will be referred to as such.

[1]Jack McBride and W. C. Meierhenry, A Survey of the use of In-School Telecast Materials Leading to Recommendations as to Their Distribution and Exchange, 1961.

While this report reflects only the activities of one of the regional libraries, the Great Plains Regional Instructional Television Library, it is brought to the attention of the reader that the national and regional libraries were conceived as a system. The purpose of this was to promote cooperation among all such libraries so that the widest possible choice of instructional series could be made available to the educational institutions of the country and to minimize duplications and omissions within the libraries themselves. In practice, regional libraries have distributed not only regional materials but also those instructional series made available by the national library. The converse applied, of course. Thus the broad use of materials was encouraged and costs to the users were held to minimums.

Through the reality of operation, the acceptance and use of library distributed instructional television materials has become fact and the wisdom and care of the initial planning has been clearly demonstrated.

FIRST OPERATIONAL YEAR

During its first year of operations, the Great Plains Regional Instructional Television Library achieved results which, in retrospect, may be considered of significance. During this period, the Library, operating under the provisions of the initial contract and in accordance with policies established by a regional Policy Board, acquired distribution rights for three telecourses....one at the college level, and two at the secondary level. These series reflected needs which had been expressed by educators throughout the region of the Library. In addition, negotiations were under way, at that time, to acquire three other courses. And, because needs were indicated (by survey) in subject matter areas in which recorded materials did not exist, the Library began encouraging the development and recording of courses which could fulfill those needs. This was done principally through the loan of otherwise unused Library videotape stock to organizations which had the potential or were actually producing similar telecourses for local use, but could not record those materials because of a lack of tape stock. In planning, this use of idle tape stock was wholly unforseen. Although it meant more record keeping, shipping, and related work for the staff, it demonstrated merit for it resulted in not only good public relations for the Library among producers but also one of the most widely used telecourses which the Library has ever distributed, "Children's Literature". Of the telecourses which the Library had "on hand" that first year, one, "Focus" was leased by the Kansas City Public Schools and by the Denver Public Schools systems. These uses might well be considered milestones in the project.

Fundamentally, however, the Library was concentrating on creating a broad base designed with widespread involvement by educational institutions. Ways and methods of providing for the most widespread use of recorded instructional materials had to be developed and field tested. There were problems associated with the acquisition, storage, distribution, and utilization of materials, originating by other than the using institutions, which needed both solutions and testing under actual operational conditions. Methods of operation which could insure the continued growth, ongoing service past government support, and ultimate financial security of the Library needed development. Therefore, during this first year, several major, lasting steps were taken. They included:

1. The staffing of the Library with professional personnel having broad educational and television backgrounds which would enable them to anticipate many of the areas in which activities would be needed and further, to provide many of the technical and administrative services from their experience.

2. The appointment of a regional Policy Board consisting of eighteen prominent educators. The Board met twice during the first year of operation of the Library. Its original members were:

Dr. Walter K. Beggs
Dean of Teachers College
The University of Nebraska
100 Teachers College
Lincoln, Nebraska

Mr. Milton W. Bierbaum
(Chairman, Committee on Secondary Education)
Superintendent
School District of Maplewood-Richmond Heights
7539 Manchester Road
Maplewood 17, Missouri

Dr. Thomas A. Brady
Dean of Extra Divisional Administration
University of Missouri
Columbia, Missouri

Dr. A. C. Breckenridge
Dean of Faculties
The University of Nebraska
308 Administration Building
Lincoln, Nebraska

Dr. Harvey H. Davis
Provost
University of Iowa
Iowa City, Iowa

Monsignor Edmund J. Goebel
Superintendent of Education
Milwaukee Catholic Archdiocese
437 West Galena Street
Milwaukee, Wisconsin

Mr. Richard B. Hull
(Vice Chairman)
Chairman, Sub-Committee on Television of the Commission on Research & Service
North Central Association of Colleges and Secondary Schools
Station WOSU-TV
2470 North Star Road
Columbus, Ohio

Mr. Kenneth Jonson
North Central Representative
National Education Association
41 Sherburne Avenue
St. Paul 3, Minnesota

Dr. J. Martin Klotsche
(Chairman, Committee on Higher Education)
Provost
The University of Wisconsin
3203 Downer Avenue
Milwaukee 11, Wisconsin

Mr. Jack McBride
Director of Television and General Manager KUON-TV
The University of Nebraska
Lincoln, Nebraska

Dr. W. C. Meierhenry
Assistant to Dean of Teachers College
The University of Nebraska
101 Teachers College
Lincoln, Nebraska

Miss Elaine Merkley
(Chairman, Committee on Elementary Education)
Administrative Assistant
Elementary Education
Sioux City Public Schools
Sioux City, Iowa

Mr. J. Fred Murphy
President 1961-62
North Central Association of Colleges and Secondary Schools
Broad Ripple High School
1115 East Broad Ripple Avenue
Indianapolis, Indiana

Dr. Kenneth E. Oberholtzer
(Chairman)
Superintendent of Schools
414 Fourteenth Street
Denver, Colorado

Dr. George Parkinson
Director
Milwaukee Vocational and Adult Schools
1015 North Sixth Street
Milwaukee, Wisconsin

Dr. John C. Schwarzwalder
General Manager
Twin City Area Educational Television Corporation & KTCA-TV
1640 Como Avenue
St. Paul, Minnesota

Dr. Lawrence M. Stavig
President
Augustana College
Sioux Falls, South Dakota

Dr. Tom Wiley
State Superintendent of Public Instruction, State Capitol
Santa Fe, New Mexico

3. The organization of an Operations Committee of twenty instructional television television administrators representing all twelve states of the Library service region. This committee also met twice during the first year of Library operation. It was composed of:

Dr. Gale R. Adkins
Director, Radio-Television Research
The University of Kansas
Lawrence, Kansas

Mrs. Elaine D. Afton
Division of Community Relations
Board of Education
911 Locust Street
St. Louis 1, Missouri

Dr. Richard H. Bell
Director, Radio-TV
University of Colorado
Boulder, Colorado

Mr. Robert Blake
Director of Audio Visual Services
Sioux Falls Public School System
Sioux Falls, South Dakota

Mr. Martin F. Busch
Director
Station KUSD Radio-TV-Film
State University of South Dakota
Vermillion, South Dakota

Mr. Myron Curry
Director, KFJM and Closed Circuit Television
University of North Dakota
Grand Forks, North Dakota

Mr. James H. Davis
Assistant General Manager
Station WOI-AM-TV
Iowa State University
Ames, Iowa

Mr. Harold A. Engel
Assistant Director of the Division of Radio-TV Education
University of Wisconsin
Madison, Wisconsin

Dr. Barton L. Griffith
Director, Instructional Television
University of Missouri
Columbia, Missouri

Dr. Maurice F. Griffith
Superintendent of Schools and President of Casper College
School Administration Offices
Casper, Wyoming

Dr. F. Claude Hempen
Manager, Station KNME-TV
1801 Roma, N.E.
Albuquerque, New Mexico

Mrs. Lorraine C. Jones
Producer-Director, Educational TV
Wichita High School South
701 West 33rd Street, South
Wichita 17, Kansas

Mr. Charles B. Klasek
Director, Nebraska Council for
Educational Television, Inc.
University of Nebraska
Lincoln, Nebraska

Mr. John A. Montgomery
Director, Educational
Television
Des Moines Public Schools
1800 Grand Avenue
Des Moines 14, Iowa

Dr. Burton Paulu
Director of Radio and
Television Broadcasting
University of Minnesota
Minneapolis 14, Minnesota

Mr. Gene D. Shepherd
Director of Curriculum
Oklahoma City Public Schools
900 North Klein
Oklahoma City 6, Oklahoma

Mr. Robert R. Suchy
Director, Educational TV Dept.
Milwaukee Public Schools
5225 West Vliet Street
Milwaukee 8, Wisconsin

Dr. Clair R. Tettemer, Sr.
Director of School Programs
Station KTCA-TV
1640 Como Avenue
St. Paul 13, Minnesota

Mr. Richard F. Vogl
Director of College Programs
Station KTCA-TV
1640 Como Avenue
St. Paul 13, Minnesota

Mr. Gerald J. Willsea
Director, Department of Radio
and Television
Denver Public Schools
414 Fourteenth Street
Denver 2, Colorado

4. The compilation of a list of all recorded telecourses from the Great Plains region that are avialable for distribution. Also, in cooperation with the National Instructional Television Library a listing of all available telecourses throughout the entire nation has been made available to educators of the Library's service area.

5. At the direction of the Policy Board, an educational needs survey was conducted during the months of May, June, and July. The Operations Committee members designated the educational institutions to be surveyed and the persons to be contacted so that the most significant results would be obtained.

Opinionnaires were sent to 470 individuals representing all levels of education at both public and private educational institutions. The returns were received from 240 persons, giving a percent response of 51%.

The following tabulation shows the number of educational institutions indicating their needs that could be served by recorded televised instruction in the stated subject matter areas.

SUMMARY OF RETURNS, EDUCATIONAL NEEDS SURVEY - COLLEGE

31 Science
- 10 Biological Sciences (including all life sciences)
- 4 Physics
- 4 Chemistry
- 6 No subject area specified
- 7 Misc. (Astronomy, Astrology, Geology, etc.)

29 Social Sciences
- 12 American Cultures (History, Government, Heritage)
- 4 Geography
- 3 World Cultures (History, Government, Heritage)
- 3 Political Science
- 1 Current Events
- 6 No subject area specified

20 English
- 6 Literature
- 6 Grammar
- 8 Composition (written and/or spoken)

16 Foreign Languages
- 4 French
- 4 German
- 4 Spanish
- 1 Russian
- 3 No subject area specified

15 Psychology
- 12 General
- 3 Other areas

14 Mathematics
- 2 Algebra
- 2 Calculus
- 1 Trig
- 1 Analytics
- 8 No subject area specified

11 Fine Arts
- 5 Art
- 4 Music
- 2 Drama

7 Sociology

5 General Teacher education subjects

4 each: Accounting, Vocational Arts, Philosophy

2 each: Economics, Anthropology

1 each: General Education, Physical Education

SUMMARY OF RETURNS, EDUCATIONAL NEEDS SURVEY - SECONDARY

46 Social Sciences
- 23 American Cultures (History, Government, State History, Heritage, etc.)
- 6 Geography
- 17 No subject area specified

41 Science
- 5 Physics
- 4 Chemistry
- 1 Biology
- 1 Geology
- 30 No subject area specified

30 English (All Levels)
- 12 Grammar (mostly Nebraska)
- 11 Literature
- 7 Composition (oral and written)

22 Fine Arts
- 14 Art
- 7 Music
- 1 Crafts

22 Foreign Languages
- 4 Spanish
- 2 Russian
- 1 German
- 1 French
- 14 No subject area specified

22 Mathematics
- 1 Algebra
- 1 Trig
- 20 No subject area specified

7 Guidance

5 Current Events

4 Driver Education

4 Economics

4 Health & Safety

3 Teacher In-Service (general)

1 General Education Subjects

1 Vocational Arts

1 Business Subjects

SUMMARY OF RETURNS, EDUCATIONAL NEEDS SURVEY - ELEMENTARY

38 Science (All areas - no designation of specific subjects)

33 Arithmetic (Mostly "modern" math)

31 Social Sciences
- 6 Geography
- 5 American Cultures (History, State History, Heritage, etc.)
- 3 World Cultures (History, Heritage, etc.)
- 2 Conservation
- 4 Current Events
- 11 No subject area specified

27 Fine Arts
- 14 Art
- 12 Music
- 1 Crafts

25 Foreign Languages
- 8 Spanish
- 4 French
- 1 German
- 1 Russian
- 11 No subject area specified

23 English
- 12 Literature
- 5 Grammar
- 5 Language Arts
- 1 Composition

3 In-Service Teacher Education (general)

1 Physical Education

6. The investigation and evaluation of a large number of telecourses which had the potential of meeting regional needs which were indicated by the results of the educational needs survey. Included were the following:

	Series Name	Subject Area	Number of Lessons	Length of Lessons	Grade Level
1.	Basic Electricity	Physics	20	30 min.	High School
2.	Focus	Social Studies	15	30 min.	High School
3.	Psychology	Humanities	31	45 min.	College
4.	Great Plains History	History	32	45 min.	College
5.	Patterns in Arithmetic	Arithmetic	169	15 min.	Intermediate
6.	Contemporary Crafts	Fine Arts	30	14 min.	Intermediate
7.	Children's Art	Fine Arts	30	15 min.	Intermediate
8.	Children's Art	Fine Arts	30	15 min.	Primary
9.	Epic America	Great Plains Literature	31	45 min.	College
10.	World of Work	Guidance	20	15 min.	High School
11.	Earth and Space Science	Science	48	20 min.	Jr. High
12.	Physical Education	Physical Ed.	18	15 min.	Intermediate
13.	Physical Education	Physical Ed.	18	15 min.	Primary
14.	Children's Literature	Language Arts	30	15 min.	Primary

(Nine 30-min. Teacher In-Service Programs)

7. The development of formal acquisition and use-rights agreements. These were based upon exchange and distribution procedures which were anticipated as being acceptable to using organizations and producers. While these agreements were developed by the Library staff (later approved by legal counsel), the establishment of Library service and residual fees was left to the discretion of an ad hoc committee of the Policy Board. These were based upon known costs plus a realistic appraisal of the financial ability of instructional television users in the Great Plains area. Dubbing charges under those of commercial or other educational institutions were established by the University of Nebraska television station in which the actual dubbing would be done.

8. The establishing of an effective and exhaustive evaluation procedure as the basis for determining the suitability of a telecourse for endorsement by the Library. A complete description of the procedure follows:

Step 1: Initial Investigation

Upon learning of the recording of an instructional television series, the Library staff conducts a preliminary investigation to determine the owner(s) of the series, producer, availability, special restriction, contractual problems, and possibility of acquisition.

A. If initial problems are insurmountable, the evaluation procedure is aborted.

B. If initial investigation indicates the series can be made available, the producer is invited to submit six (6) programs chosen at random by Library staff.

Step 2: Technical Evaluation

Upon receipt in the Library of six (6) sample programs from a total instructional television series, the Library engineering staff conducts a technical evaluation.

Step 3: Production Evaluation

Based upon technical evaluations, availability, and knowledge of educational need within the region, the Library director then authorizes a field evaluation.

A. A preview dub is made of the six (6) sample programs.

B. During the process of duplication, all sample programs are reviewed for production techniques and subjected to a production evaluation by:

1. A representative of the Library itself.

2. A skilled ITV producer-director.

Step 4: Field Evaluation

If the series continues to be favorably received, the preview programs are forwarded for evaluations from the field. The Library director forwards three (3) sample program dubs to each of two (2) state consultants who serve as chairmen of evaluation teams within their respective states. Appropriateness and experience at the educational level in question is among the determinants as to which state chairmen conduct the evaluations.

The field evaluation team consists of the following:

A. The Chairman.

B. A practicing teacher who is a subject matter specialist in the area reviewed.

C. A representative of the State North Central Association of Colleges and Secondary Schools, if the series is directed to the secondary or collegiate levels; or an elementary level educational administrator.

D. A representative of the State Department of Education.

E. An educational methodology specialist.

Upon direction from the Library director and receipt of the evaluation programs, the Chairman of the evaluation team:

A. Appoints the members of his team.

B. Arranges with a convenient television facility for a time and place where screening may occur, and calls the team together for evaluation.

C. Evaluates the programs according to procedures and forms provided.

1. Recommends approval of the series according to majority vote.

2. Recommends the series not be included in the regional Library, according to majority vote.

D. Evaluates supplementary materials accompanying the series.

1. Recommends approval, with or without alteration.

2. Does not recommend acquisition.

E. According to prescribed form, reports the decision of the Evaluation Team.

F. Returns all programs and supplemental materials to the Library.

In the interest of seeing this cooperative educational exchange established and developed, the occasional service of the field evaluation team is donated to the Library.

The ETV facility designated to screen the recorded programs for the evaluation team is reimbursed only when absolutely necessary.

If it is determined at any step of the evaluation process that the programs are unacceptable for inclusion in the regional Library, the master tapes or films will be returned to the producer with explanation.

Step 5: <u>Acquisition</u>

Based upon recommendations, the following courses of action are taken:

A. Full recommendation is provided to acquire the series without alteration for possible distribution elsewhere in the region. The Library director enters into final negotiations with the producer and has an appropriate contract drawn.

B. On occasion, recommendations are made to see minor alterations made in certain programs of the series and/or supplemental materials. The Library director

endeavors to see these alterations provided, following which the series is secured according to the above.

C. If alterations are impossible or impractical, a decision may be made to see a portion of the series placed in the Library, or to see supplementary materials designed or redesigned for regional use.

D. If negotiations for acquisition of the series cannot successfully be completed, or an incomplete series impairs the usefulness of the programs, acquisition attempts are abandoned.

9. The establishment of a "Sampler Service" containing sample lesson kinescopes and related materials of more than 102 courses in addition to endorsed courses in concert with the National Instructional Television Library.

10. The publication and distribution of the Guide to Films, Kinescopes, and Videotapes Available for Televised Use in cooperation with the National Instructional Television Library.

11. Development of promotional literature and brochures promoting both the materials available in the Library and the concept of exchange of recorded materials in general. Ten review copies of each were forwarded to the United States Office of Education.

12. Wide dissemination of information was provided through a monthly NEWSLETTER sent to a mailing list of over one thousand persons, by personal visits, panel appearances, personal correspondence, and appearances at group meetings and conferences throughout the region. These activities reached all levels of instruction and furnished information about the development of the project, its plan and scope of operation, and its materials available for distribution.

13. To give additional direction for the activities of the following year, two critical evaluations were made, using resource persons who were

...orities in their particular fields. The first made an analysis of the promotion and distribution activities of the Library. The second reviewed the policies and philosophy of the project. The purpose of this review was to determine the degree to which the activities of the Library were serving to improve the American educational scene.

* * *

COPY

PURDUE UNIVERSITY
Television Unit
Lafayette, Indiana
January 17, 1963

COPY

Mr. Paul H. Schupbach
Director
Great Plains Regional Instructional Television Library
University of Nebraska
Lincoln 8, Nebraska

Dear Paul:

I now have had a week or two to think over the various things that I mentioned to you during my recent visit to Lincoln. I am attempting to summarize them in this letter hoping that this will be of some use to you and your staff as you proceed to develop the Great Plains Instructional Television Library.

One It is readily apparent that you are plowing new ground and that you should retain the upmost flexibility in your operations. I think the premises on which the Library was started and the survey that Meierhenry and McBride made were excellent beginnings. They did point the way. However, a year later new light has been shed on this whole affair and I am certain that there are different ways that you should be working today than you thought of when you first started.

Two Certainly the most important change should be an increased concern about and for the potential user. No sample tape should ever be sent out without a pretty firm knowledge on your part as to:

A. How these tapes were used originally.

B. What study guides and other materials accompanied them.

C. How they fitted into the curriculum of the producing organization.

D. What provisions have been made for up-dating the material.

E. What bibliography is distributed to the students at the originating institution.

F. A complete biography of the professor teaching the course.

Three I think the sampler service as you described it is undoubtedly not well conceived. There needs to be some assurance on your part of the worth of these materials you are sending out. For the good of the total movement you should be fairly certain that prospective users in any subject matter field always get a chance to see the best materials currently available. The letters you mentioned which you sent along with each of the sampler orders certainly should be continued and you should constantly strive to strengthen your recommendation of comparable series.

Four You should attempt to classify your prospective users. You certainly should prepare materials which can be utilized by neophytes, others by those with some sophistication and others by those with plenty of experience. For the neophytes I would certainly suggest a composite tape of some good parts of a number of tele-courses. For those with some experience, complete lessons, well evaluated, should be sent. For the professionals in the group you should be prepared to send out on a standardized form fairly detailed printed material which would enable these people to do considerable choosing at this level without having to view so many tapes to find out what they really can and will use.

Five Regarding the composite tape mentioned above I would suggest that this be approximately a half hour long made up of three to five minute segments which clearly demonstrates good methods of handling various subject matter material. It should contain on the tape itself rudimentary information regarding the segment about to be seen. It should be accompanied by fairly detailed information as to how this was used and all of the other things mentioned in the paragraph two above. This undoubtedly should be reduced to kinescope form and be made available to those places who are just beginning to think about doing some work in televised instruction.

Six For the median group (those with some experience) you more than likely will need to organize the kinescopes and tapes you have available by the larger curricular areas such as Science, Social Science, Mathematics, Elementary, Secondary, etc.

Needless to say, all of the background material mentioned in the above should accompany each of these lessons. Your base idea here would be to send these tapes and films out when people were committed to televised instruction and were now exploring the various ways that it could be used within their system. You might also wish to send it out to an audio-visual or television man in a school system who was making a determined effort to indoctrinate members of that institution in the ways of televised instruction.

Seven For the professionals you should develop a one sheet listing of each course you have available. Certainly there would be included here such things as:

A. Date of production.

B. Length and number of tapes.

C. When produced.

D. What type of camera and studio facilities were used.

E. Produced by whom.

F. Who is the principal teacher.

G. What is his experience.

H. How well known is he among his subject matter profession.

I. How much previous experience has he had in television.

J. How long has the originating institution used this particular tape or kinescope.

K. What provisions are made for re-doing out dated lessons.

L. Title and length of supplementary material.

M. Statements from people who have seen the series and have given their impression of it.

N. Statements from users either current or past or prospective.

In other words, this should be a sheet that a professional could pick up and get some reasonable idea as to whether this series is anything that he wanted to see without wasting his time looking at it. It would be extremely helpful if you could refer on this sheet to other courses in the same subject matter area and age level which had been produced and which a professional might also want to look at.

Eight Regarding the last suggestion in the last paragraph above. It seems to me that an accurately maintained card catalog of what universities, colleges, or school systems are working with what material at what age level would be a most useful function that the Library could perform.

Thus many of us might be able to write and say "We have an inquiry from the Geology Department here. We would like to know what Geology Departments at what universities have worked in this area, are there any kinescopes available

of this kind. If so, please send us your data sheets on these so that we can secure them either from you or from the originating institution for review by our local Geology Department."

Nine I believe we correctly identified that one of the major deterrents to the use of video tapes will be the extremely high cost of raw tape stock. Therefore, I think that you would be wise to consider three different types of distribution. These I visualize as follows:

A. The using institution purchases sufficient tapes to enable you at one time to dub off all of the lessons in that course. These then go to the using institution and remain their property. You must, of course, work in some way to assure the originating institution that reuse of these tapes beyond a certain date could not be made without the payment of additional fees, etc.

B. The using institution purchases sufficient tapes to enable you to run a three, four or five weeks cycle for dubbing, mailing to the user, use, remailing to you by the user, erasure and dubbing of a new lesson.

C. Some way should be found to enable you to have a stock of tapes that you rent out on a per-use basis. This may take several thousands of dollars capital money to do but it would be far easier for you to add five dollars to the price of a thirty minute lesson to cover the tape use fee than it would be for the using institution to fork over a hundred dollars for each raw tape in the series.

Ten Certainly the philosophy of the Great Plains Instructional Television Library should be that it is an integral part of a larger movement. It has an important role to play in this total movement but it must remain aware of what is going on in the entire movement. The members of the staff of Great Plains who visit prospective users of library materials certainly must be well acquainted with action of the FCC, the HEW, the U.S. Office of Education, current congressional activities, membership in NAEB, NETRC, American Council on Education, Joint Council on Educational Broadcasting, National Education Association, various state television associations, the activities of television stations within your area and exemplary stations nationwide, international television, etc. This means that you should expend several hundred dollars of your money for subscriptions to a reasonable number of publications and for memberships in some organizations.

Eleven I would make a suggestion then regarding the specific things that should be done in this area. I would think that Great Plains should join NAEB. More than likely it also wants to belong to DAVI and may want to consider membership in other regional or state associations related to both educational broadcasting, audiovisual instruction and professional education. You should subscribe to Broadcasting, Television Digest, Audio-Visual Communications Review, Educational Screen, Television Magazine, Show, Electronics and others. Perhaps you should make some provisions to get some back file copies of the NAEB Journal, NAEB Newsletter and others. You should

also make arrangements to get from METRC their Newsletters and other publications. It certainly would seem to me that you would want to make some contact with the METRC to know what membership and subscription rates were apt to be in this area and have the current list of people to write at all of these particular spots. It might be wise to carry along a mimeographed list of the organizations mentioned above and in the proceeding paragraphed together with their contact people and addresses and telephone numbers that you could leave with prospective people everywhere. Also, I would think that you would want to contact Harold Hill or others of the NAEB, pick up some NAEB membership literature and be sure that this was left. In fact you may well want to have a prospective brochure that you leave each time you make a new contact. This would include not only material on the library but material on the movement, too. I believe you told me that your membership in NEA and other professional educational organizations gave you enough publications in this field. It might be wise to review this with Muiethoury and see if there are not some others here that you should have. By all means get on all of the free lists, too. Louis Lewis puts out pretty good RCA newsletters. You more than likely will want catalogs from RCA, General Electric, Sarkes Tarzian, etc., etc., etc. In other words, I think that you ought to have as ready reference all of this material so that in case people come to visit you and discussion brings up any question related to ETV or ITV you can be of some real assistance.

Twelve Further elaborating on a point made in paragraph ten above regarding the educational institutions and educational stations in operation in your area. It would seem to me that you should have on file copies of any TV laws that have been passed in any state, copies of any state TV commissions constitutions, copies of any working agreements between institutions and descriptive material on all of the institutions and public school systems working in televised instruction either in closed circuit or broadcast. You could even go as far as floor plans and program booklets for various stations in the area. Personally I would want to maintain a pretty thorough file for each of the above named categories so that all the material you received from them gets placed in the proper file. Then when you or any of your staff are ready to go visit in a given area it's a simple matter to pull out the file, familiarize yourself with what is being done there and thus save an awful lot of time when you get there by not having to inquire as to what these particular locations are doing. All of this requires considerable staff work and considerable letter writing and other reminders to these people that you are interested, but the publications that I mentioned in eleven above will certainly bring ideas to mind and these can then serve to start the proper letter to the proper organization to get the latest material that they have.

Thirteen While I realize that the Library is organized as an instructional television library I think you would be ill advised if you limited your interest to instructional television. In other words, I firmly believe, and see more evidence of it every day, that we are going to find the multimedia approach the way education is carried on in the future. Therefore, it certainly behooves you to be very fully aware of and attempt to promote interest in use of televised instruction in conjunction with audio tapes, programed instruction, etc.

Fourteen I think too that you must be ready, willing, and able to promote uses of all media for the good of education. In other words, you should know what is going on in educational radio in order that you can help those places operating in this field not only to continue to operate with radio but to add television to it, have it compliment the radio and not see the demise of the radio station or the radio broadcasting effort when television comes along. Similarly programed instruction is now the hottest thing in educational media and you must be ready with the necessary information as to how programed instruction can be integrated with instructional television and/or instructional radio and/or etc.

Fifteen On the more practical side may I suggest that you consider storage of all tapes in chipboard boxes thus cutting down on the number of the less useful mailing cartons. If you store tapes in these at all times you certainly would find it much simpler to get into them for playing and at the same time would undoubtedly save yourself some dollars. If you have not already done so certainly you should standardized on a single size reel. This will facilitate your filing situation (all shelves can be the same height, etc.). You should carry on an extensive investigation with 3M regarding getting the very best rate on tapes. You also may want to consider purchasing some tapes for resale to others where they only need one or two reels of tape and thus cannot get the breaks that you can with your far larger purchases.

Sixteen Regarding the acquisition of the EBF Library I am still filled with doubt. Certainly this is the service that should be performed by some one but I am sure that it might well be a gargantua which would envelop you in a mirlad of detail without any possibility of recovering your cost in keeping the file up to date, providing for the storage of films and so on. It seems to me that this is in the area of broadcast use more than televised instruction use, consequently this would be a more proper function for the BETRC to perform on a nationwide basis than it would be for you to perform on a regional or potentially national basis. I recognized that you are going to have to face this same problem with audio tapes, programed instruction, and other devices in the future. It may become quite a complicated task to provide even the necessary mimeographing for the lessons guides or work sheets or teacher's manuals and so on. I would think that you would want to remain as much as possible in the role of an expediter rather than in the role of a storehouse of great quantities of materials for re-sale. Certainly if EBF with all its know how in this area finds it difficult to make out on this type of thing I can't help but believe that your much smaller and less experienced group would not run into even greater difficulties. I base all of the above on not very much knowledge. Conceivably you will find other facts that will move you more readily one way or the other.

Seventeen Finally to the main question. Where do you go from here, how do you secure in these next twelve months that you can continue your operation beyond the 36 month limit and how do you evolve a system of charges which can be reasonably paid by groups and still allow you sufficient dollars to continue to operate.

Certainly the easiest and I believe the best way to proceed would be to consider the entire 36 months as experimental. You can only do this if you have some reason to believe at this moment that at the end of this time the U.S. Office of Education, the Ford Foundation or other groups would be willing to support you on some sort of a declining basis over an extended period of time, let's say five years. It is always easy to say that what ever period of time you were originally granted was too short to enable you to get on a solid working footing. This is usually true, but it is also true that the NAEB Radio Network which started out on the basis that it was going to work out of a foundation grant within the five year period did so. It was so designed and so set up and the demand was there and continued that it did actually do this trick. The headquarters operation of NAEB on the other hand could not get it done within this period of time and still is in rather difficult straits, as you know, continually finding more to do than it can find dollars to support.

If you go the other way and say the thirty-six month is the terminal grant and from there on you must be self-supporting then it seems to me you must realistically assess what you have to sell, what the potential market is and get to the absolute minimum budget on which you can operate. Careful cost analysis of where your dollars are going now, whether potential users would be held up from use of your material if they paid postage both ways for example or paid a small rental fee for each audition tape they took, all of these things ought to be looked at and very carefully evaluated. Conceivably the time has come for a questionnaire. It would have to be carefully drawn and should have some goals which you really want to reach prior to actually sending it out. Needless to say I think that you must be pretty hard hearted and tight fisted in this whole affair in an effort to make this thing work at the end of the three years. Careful stewardship, a great deal of consideration on the part of your advisory committee of this problem, perhaps the establishment of a permanent committee to battle with the financial picture with minutes and proposals and surveys and other things to back it up would be the very best ammunition you could provide a donor at or about the thirtieth month to see if you could secure additional and continuing support.

Eighteen Speaking as a user of the Library I would be more than willing to pay the entire dubbing fee for this purpose. Certainly I would be willing to pay the postage charges both ways. I would be willing to send a tape to you to be dubbed so that you are not out of tape stock. I would also think that providing me with a taped course for fifty or seventy-five dollars per lesson would not be out of bounds.

Nineteen May I again say what I stated when I left Lincoln and in a letter since that time. I think that you have a good dynamic organization, an excellent advisory committee, obviously many people working diligently with you. Your original idea was sound, it allowed enough flexibility for change and change you should. You need to broaden your horizon but with your tremendous personal drive and the drive of your staff I don't believe that you will find any of this difficult to do. I know that you can continue to provide for many years a very real service to the educational interests, not only in the mid-west but through out the country.

Please feel free to use this letter in any way that will help your operation.

Sincerely,

James S. Miles
Director Radio-TV

JSM/sc

* * *

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DEVELOPMENT OF THE GREAT PLAINS
REGIONAL INSTRUCTIONAL TELEVISION LIBRARY

There follows a brief informal report of reactions and recommendations developed during a visit to the G.P.R.I.T.L. headquarters, December 29-30. The statement answers specific questions raised during the consultant's visit and is not regarded as comprehensive. As agreed, technical questions have been omitted.

1. SHOULD G.P.R.I.T.L. ITSELF PRODUCE ITV PROGRAMS AND RELATED INSTRUCTIONAL MATERIALS?

In light of its present organizational structure and support, it doesn't seem wise for G.P.R.I.T.L. to sponser production of ITV programs, program segments or related instructional materials. Engaging in such production at this time could jeopardize the library's operation and the nature of agreements reached, to insure regional endorsement of the materials now being distributed.

It is also likely that an active production unit might become "a tail which wags the dog", and G.P.R.I.T.L. is not in a position to assume responsibilities for handling such a unit.

2. HOW MIGHT G.P.R.I.T.L. DIVERSIFY ITS ACTIVITIES TO GAIN ADDITIONAL SUPPORT: SHOULD IT DISTRIBUTE "UN-ENDORSED" MATERIALS?

To respond to the second part of the question first, G.P.R.I.T.L. should not continue beyond the current year its practice of distributing "un-endorsed" material. Acquisition and distribution "machinery" involving representatives of so many different institutions and groups and, indeed, the reputation of the organization itself might be threatened by continued distribution of "un-endorsed" programs and program segments.

Activities which G.P.R.I.T.L. might consider undertaking to net additional revenues include---acquisition and distribution of supplementary instructional aids intended for use in complement to ITV series; research and experimentation regarding the effectiveness of using ITV and related materials; planning and management of workshops, institutes, etc. to train teachers for optimum use of ITV.

3. WHAT PUBLICITY SHOULD BE GIVEN U.S.O.E. SUPPORT?

While appropriate recognition must be given U.S.O.E. for support of the G.P.R.I.T.L., as per terms of the original contract, efforts should be made to avoid any direct identification of U.S.O.E. support with the selection and distribution of specific program materials. Suitable credit lines may be included. But these should be worded in terms of specific agreement reached with representatives of the Office of Education (normally credit lines include a disclaimer).

Further, if it is to survive and grow, G.P.R.I.T.L. must establish itself as an entity and not as a creature of the Federal government. Hence, effort should be made to strengthen G.P.R.I.T.L. identification as such avoiding unnecessary acknowledgments of roles played by assisting organizations.

4. SHOULD G.P.R.I.T.L. PLAN TO OPERATE ON A SELF-SUSTAINING BASIS, SEPARATE FROM THE UNIVERSITY OF NEBRASKA?

In order to avoid jealousy and jurisdictional disputes, it is recommended that G.P.R.I.T.L. do what it can to strengthen its own identity as a separate organization. There is no reason, however, (and indeed, there are many reasons to the contrary) for thinking that G.P.R.I.T.L. should leave the University of Nebraska campus in the foreseeable future. The University's direct assistance in the form of space, fiscal controls, etc. has much value and, in the long run, location of the Library on a university campus (such as that of the University of Nebraska) tends to strengthen the Library, give it a ready source of interested personnel, affords proximity to existing related activities, etc. There probably should be

planned, however, an increasing degree of autonomy in G.P.R.I.T.L. operations and separate incorporation at an appropriate point in time.

5. WHAT IS THE FUTURE OF REGIONAL LIBRARY SERVICE SUCH AS THAT PROVIDED BY G.P.R.I.T.L.?

Regional "reservoirs" of instructional media service must be established nationally. Ultimately such service will embrace production, distribution, training for utilization, evaluation, demonstration, etc. of all types of instructional media.

Development of instructional television services should not be conceived as distinct and separate from development of other media. Indeed, much could be gained, even at this point in time, by conceiving G.P.R.I.T.L. exchange functions in terms of a larger range of types of instructional materials.

Eventually regional "reservoirs" (of instructional media service) may be linked together in a federation and obviously, will have direct relationships with national service programs, such as that administered by N.E.T.R.C. However, their specific shape, support levels, organizational structures and precise nature of responsibilities cannot presently be conceived and experimental work is needed.

More clearly than has been the case in ETV, ITV must develop within the framework of existing patterns of formal instruction. Attempts at separatism and institutionalization of ITV appear doomed to failure. Short-run technical experiments with distributive techniques utilizing cables, 2,000 megacycle systems, etc. do not get at the heart of the ITV problem.

It is recommended that G.P.R.I.T.L. conceive itself as a pilot approach to creation of a regional reservoir of instructional media services and plan its development in a manner consistent with extending, maximizing and optimizing such services (of which the acquisition and exchange of instructional T.V. program series are "lead" items, but increasingly will be regarded as only one part of the total job.

In this regard, the consultant wishes to suggest a caution pertaining to linkage of ITV to existing ETV installations. Granting obvious overlapping interest, personnel requirements, need for similar facilities, etc., it is believed that G.P.R.I.T.L. efforts may stand to gain by working out arrangements for distribution of ITV materials to units which may or may not have direct access to ETV stations, and by strengthening ties with existing film libraries, audio-visual centers and like service units.

6. WHAT CRITERIA SHOULD BE USED IN SELECTING G.P.R.I.T.L. MATERIALS?

If one didn't know otherwise, he might be tempted to think (after examining the list of courses presently distributed by the G.P.R.I.T.L.) that its programs have been selected almost at random. This observation suggests that, despite the survey originally conducted to determine educational interest and needs (among interested individuals and institutions), a new continuing survey effort should be launched to test further the definition of need against actuality.

In undertaking a new survey, the G.P.R.I.T.L. staff might check a view that at present the primary need is not for courses which can be used in total teaching, but for materials developed in appropriate segments capable of meeting very specific, limited instructional goals.

7. SHOULD G.P.R.I.T.L. EXCHANGE ITV PROGRAMS INTERNATIONALLY?

Certainly G.P.R.I.T.L. should engage in those international exchange efforts where there is well-established need, a direct contact with the individuals and/or institutions involved, and where it seems unlikely that such exchange arrangements would conflict with the interests or efforts of other regions or national agencies.

G.P.R.I.T.L. should keep in mind the efforts which have been made both by N.A.E.B. and N.E.T.R.C., not to mention Intertal and various government agencies to establish international arrangements, and it should in any case share with appropriate individuals and agencies the results of any experience gained.

In short and in general, G.P.R.I.T.L. should generally defer to agencies whose prime business is work in the international field.

8. WHAT ABOUT RIGHTS AND ROYALTIES?

It is the consultant's understanding that G.P.R.I.T.L. is familiar with activities currently supported by the National Education Association, the American Council on Education, the Office of Education, and various educational broadcasting organizations aimed at resolving the many rights and royalty problems which make ITV-ETV efforts difficult. Therefore, it is recommended only that continuing liaison be maintained with the organizations involved and that G.P.R.I.T.L. may remain knowledgeable of late developments and share with others results of its own experience in developing and testing related policy.

9. SHOULD G.P.R.I.T.L. PLAN FOR EVENTUAL SELF-SUPPORT?

It does not appear likely that G.P.R.I.T.L. could or should plan to become totally self-supporting. Permanent subsidies provided by local, state, regional and/or national units will be needed.

However, some aspects of G.P.R.I.T.L.'s work can probably be supported on what will amount to revolving funds, and (increasingly in the future) supplementary funds should be sought to sustain research, experimentation and develop new services - and decreasingly for basic support. Basic support for the Library may be achieved on a subscription, contract or fee basis derived from regional constituencies.

In any event, G.P.R.I.T.L. should be conceived as a nonprofit educational agency distinct from a governmental unit or department and, at this point in time, the work of the Library might be compromised seriously by even suggesting that it could become a creature of state or other governmental agencies.

10. WHAT IS THE FUTURE OF REGIONAL SERVICE IN EDUCATION?

This question cannot be answered adequately. While reports indicate a growing tendency for larger local units to deal directly with national agencies and vice versa, and while state agencies are (with exceptions) beginning to take on different roles with respect to provision of educational service, it appears to the consultant that regional units supported by contracts, fees, compacts, etc. are likely to develop and endure for some time to come---and indeed, must do so if educational equivalency is to be attained in all parts of the country and if resources are to be distributed equitably at appropriate cost levels.

Taking a long look into the future, while the "longitudinal city" concept may not emerge in the form presently envisioned, it does seem clear that something like the idea represented in the concept will evolve. Acceptance of this idea strengthens the idea of developing now such regional service units as an expended G.P.R.I.T.L.

11. FUNDS PRESENTLY AVAILABLE FOR ACQUISITION AND DISTRIBUTION OF PROGRAMS ARE INSUFFICIENT. WHAT SHOULD BE DONE?

As suggested in answering an earlier version of the same question, it would be a mistake to engage in too many supplementary revenue-producing activities (e.g., production) which could eventually jeopardize the whole operation. It is the consultant's view that, if there can be demonstrated clearly the availability of materials which are needed in the region, and such materials are endorsed, then additional funds must be requested directly from the Office of Education to support the acquisition and distribution of these materials.

12. WHAT SHOULD BE ADDED?

During the course of the consultant's visit, a number of semitechnical questions were raised and answered having to do with original contract language, duplication and printing, responsibilities and rights of the G.P.R.I.T.L., etc. It does not appear necessary to elaborate on answers given. It does, however, seem desirable to mention again some questions raised by the consultant during his visit regarding research, training and auxiliary service programs (e.g., development of graphic aids, etc.), linkage with other instructional media service units, e.g. film libraries, etc., which understandably and appropriately (at this point) yielded negative responses. These may be directions for development.

Of vital importance to G.P.R.I.T.L. is its level of fiscal support. This is not adequate to provide a true demonstration of the worth of the agency, and additional funds should be requested. The existing number of courses is insufficient to demonstrate the Library's value---more video tape is needed for duplication and distribution; more publicity must be gotten out.

The intention of the contract originally signed by U.S.O.E. was to provide that amount of funds and resources necessary to demonstrate the feasibility and desirability of such an operation as G.P.R.I.T.L. represents. Resources necessary to realize the original objective must be in hand and additional funds, including perhaps $30,000 additional for acquisition and distribution of programs plus tape costs and funds for support of staff research, training and service programs, should be requested for expenditure during the current year as a supplement to the most recent budget proposal.

Recognizing the experimental nature of the project, its difference from others, and its importance, the staff of the G.P.R.I.T.L. are urged to visit at some length and in person with U.S.O.E. representatives to clarify the present status of the project and to explain the nature of new requests.

Regarding possible foundation support of ITV production activities at the regional level, I suggest that G.P.R.I.T.L. staff be especially alert to regional needs and to possibilities for encouraging production of specific new materials. However, whatever roles may eventually be played, G.P.R.I.T.L. should safeguard carefully its present (and apparently highly regarded) regional endorsement procedures.

Signed,

C. W. Stone

* * *

During its first year of operation it could be concluded that the Great Plains Library had begun to serve the needs of the region it was intended to serve, and that it was also laying the foundation for providing an ever increasing service in subsequent years of operation. The valuable data obtained and the experiences gained during this first year's operation could not have been secured in any other manner. because of the solid foundation built during the first year of operation, the Library looked forward to an even greater variety and quantity of services as it began its second year of operation.

SECOND OPERATIONAL YEAR

The accomplishments of the Great Plains Regional Instructional Television Library during its second year of operation show significant gains. Building on the solid foundation established during its first few months of operation—a widespread involvement of educational institutions and educators at all levels of education through the Regional Policy Board and Operations Committees; development of formal acquisition and use contracts; establishing an effective evaluation procedure for determining suitability of materials before distributing; and assessing educational needs and determining the effectiveness of television in meeting these needs---on this foundation the Library was able to move ahead in its task of helping to serve the needs of American education. A detailed review of the accomplishments and activities of the Library in its second year substantiates this generalization.

During this period distribution rights were secured for seven courses in addition to those previously acquired during the first year of operation. In addition to those actually acquired, twenty others were investigated but endorsement and acquisition were not recommended by the evaluation committees.

TELECOURSES EVALUATED, ENDORSED AND ACQUIRED FOR DISTRIBUTION DURING SECOND YEAR OF OPERATION

	Grade Level & Subject Matter Area	Number of Lessons	Length of Lessons	Producer
Physical Education Grades I & II	Primary Physical Education	17	15 min.	WOSU-TV Columbus, Ohio
Physical Education Grades III & IV	Elementary Physical Education	18	15 min.	WOSU-TV Columbus, Ohio

	Grade Level & Subject Matter Area	Number of Lessons	Length of Lessons	
Children's Literature	Primary Language Arts	30	15 min.	Nebraska Council for ETV & KUCB-TV
Earth & Space Science	Junior High Science	48	20 min.	KTCA-TV, St. Paul, Minnesota
Habla Espanol	Elementary Foreign Language	100	15 min.	Denver Public School and KRMA-TV
Habla Mas Espanol	Intermediate Foreign Language	64	15 min.	Denver Public School and KRMA-TV
Art at Your Fingertips	Intermediate Fine Arts	32	15 min.	WENH-TV, Durham, New Hampshire
Electrical Engineering	College Engineering	36	30 min.	Purdue University

TELECOURSES EVALUATED BUT NOT ACCEPTED AS SUITABLE FOR ENDORSEMENT AND DISTRIBUTION

Contemporary Crafts	Elementary Crafts	Wisconsin School of the Air
Patterns in Arithmetic (two levels)	Elementary Arithmetic	Wisconsin School of the Air
Great Plains History	College History	University of Texas
World of Work	Secondary Guidance	KTCA-TV, St. Paul, Minnesota
Primary Art	Primary Fine Arts	Oklahoma City Schools
Intermediate Art	Intermediate Fine Arts	Oklahoma City Schools
Great Frontiers	College History	University of Texas
Epic American	College Literature	University of Missouri

Ya Hablamos Espanol (two levels)	Elementary Foreign Language	KTCA-TV, St. Paul, Minnesota
Elementary Science	Elementary Science	KTCA-TV, St. Paul, Minnesota
Creative Writing	Secondary Language Arts	KTCA-TV, St. Paul, Minnesota
Law in Society	College Non-credit	Wichita University
Introductory Geology	College Science	Purdue University
Speaking of the Speechless	Secondary	Wichita University
Home Nursing	Adult	Wichita University
Teacher In-Service Math (modern)	In-Service	Iowa State Teachers College
Driver Education	Secondary	Denver Public Schools
See & Do Time	Elementary Social Science	Iowa State University

The library also continued its policy of encouraging the recording of telecourses which gave indication of potential regional value by providing the loan of videotape stock to producing organizations which could not otherwise have recorded the programs.

During this period of its history the Library motivated the formation of educational broadcasting councils whose sole means of instructional television programing was recorded materials and whose prime source of programing was the Library. Two outstanding examples were the formation of the Southern Colorado Educational Television Association at Pueblo and the Southeastern South Dakota Instructional Television Council at Vermillion. The staff both assisted in preliminary planning and gave recommendations as to programing. However, services did not cease at this point. As the companies prepared to

embark on their initial use of instructional television, the Library, at the request of the groups, provided intensive utilization workshops for teachers and administrators. Because of the availability of quality instructional television courses, it was then predicted that many additional schools would band together, seek commercial and/or ETV station time, and thus, for the first time, provide the benefits of educational television to their students and teachers.

Considerable staff time and effort was also devoted to promotional, informational, and advisory activities. Members of the staff were called in as consultants in many instances, such as the Topeka Public School system which leaned heavily upon the advice and counsel of the Library. The Library thus began to serve as the focal point for instructional television within the region for educators not previously involved.

Members of the staff were also asked to appear in advisory capacities as resource persons at various meetings. An example of this was the 1963 national convention of the Association of Supervisors and Curriculum Directors at St. Louis, Missouri. Staff members also appeared on panels of state audio-visual meetings, the national convention of the Department of Audio Visual Instruction, and similar events. Individual speaking engagements were filled at many requests.

The most extensive single demonstration effort, however, was an exhibit at the national convention of the Department of Audio Visual Instruction, Division of National Education Association, in Denver, Colorado, in late April, 1963. A surprisingly large number of educators visited the display booth. Results directly attributable to these contacts were later identified, and a number of subsequent activities developed from this single exhibition.

Quite unexpectedly, during this period the Library was calledupon to engage in international ITV exchange. Acting as an agent and consultant the Library assisted in the distribution of the Library-endorsed "Children's Literature" telecourse in Canada over a large segment of Canadian Broadcasting Corporation's network of 33 stations.

The Library also engaged in an extensive program of information dissemination. Included in these activities were the monthly mailing of a NEWSLETTER to a list of about twelve hundred persons, general distribution ofdescriptive brochures (ten copies of each were forwarded to the U.S. Office of Education) of endorsed telecourses to school administrators and curriculum directors at the appropriate level, distribution of approximately one thousand copies of the Guide to Films, Kinescopes, and Videotapes Available for Television Use, and dissemination of a large quantity of general descriptive literature. Personal contacts and telephone contacts augmented and supplemented [illegible].

The Library cooperated with the other members of the Instructional Television Library Project in updating and revising the Guide that lists all materials reported available for distribution for televised use.

The Library also endeavored to accumulate records of experience of usage and activity within the instructional television area to serve as resources for other educational organizations embarking on new television experiences.

Other Great Plains Library activities of merit included:

1. Involvement in a Peace Corps training program conducted on the University of Nebraska campus for training personnel for the operation of educational television facilities in Colombia, South America.

Furnishing Library program reference material to the University of New Mexico for a Peace Corps training program. These were from the Sampler Service of the Library and were used to provide illustrations of production techniques, teaching methods, and subject matter content areas. Also, special illustrative television materials were secured for the U.S. Department of State, Agency for International Development, Washington, for distribution overseas.

2. Initiated and tested a program of field service representation which materially contributed to the development of the Library project (each is currently employing personnel in this capacity) and to the acceptance and use of recorded instructional television and correlated materials produced by other than the using institutions.

3. Initiated activity relating to "A Study to Determine the Feasibility of the Cooperative Production of Recorded Instructional Television Materials for Exchange in the Great Plains Region," a study conducted under contract #CE-2-16-015 Supplemental Agreement #3, as fully described in the Final Report, submitted to the U.S. Office of Education June 30, 1965.

4. Provided detailed information to the Lawrence-Leiter Company, a business-management research analysis firm, Kansas City, Missouri, which conducted an intensive evaluation of the policies, methods and operational procedures of the Library. Multiple copies of the resultant, extremely valuable study were provided the Office as well as all Operations Committee, Policy Board and other Library project members.

5. Continued search for appropriate material for evaluation, endorsement and distribution by the Library.

6. Constant correlation and cooperation with the National Instructional Television Library and the Northeastern Regional Instructional Television Library.

7. Provided duplication services for producers and users of televised instruction. This included both tape-to-tape and tape-to-kinescope transfers. Investigations into the problems involved with the advent of the slow-speed and slant-track equipment also were undertaken so that purchasers of this type of equipment could be assured the availability of the Library's programs in a form compatible with their planned facilities.

The Library also completed arrangements with two major manufacturers to place slant-track machines in Lincoln. The first such transfer of ITV lessons from videotape masters to slant-track machines was completed for Stephens College, Columbia, Missouri.

8. Provided 94 sets of preview materials on Library endorsed or distributed courses to educational organizations.

9. Assisted and encouraged the exchange between schools of materials not on deposit with the Library. This was done at the request of producers since the facilities and personnel of the Library staff could more efficiently accomplish such distribution than if the producer assumed such responsibilities alone.

10. Maintained a library of more than two hundred kinescope recordings for the Sampler Service in cooperation with the total Instructional Television Library Project.

11. Provided 42 Sampler Service packages to persons requesting such materials for consideration for possible programing during the school telecast year.

12. Actively promoted the distribution of telecourses availabl from the National Instructional Television Library. This included distributng promotional literature, servicing preview requests, negotiating contrats for use of NITL telecourses, and the physical handling of kinescopes and scheduling of shipments in order to maintain uninterrupted program schedules. Three of the national telecourses were distributed in this area through the efforts of the Library.

Most indicative of the successful operation of the Library durng its second year (and the accomplishment which most dramatically attestsato the validity of its operational procedures and underlying philosophy) wa the amount of use of Great Plains materials. Whereas in its first yearof operations a minimal number of lessons was utilized by the schools of the area, in the second year there was an increase of more than 2,000 percentin the number of lessons used.

	1961	1963
Number of Library course uses	2	30
Number of lesson units	30	654

Although a few of the major problems inherent with an exchange and distribution system were resolved during the first year, others were identified and obviously needed further investigation and research in order to determine feasible solutions. A demonstration project such as that conducted by the Great Plains Regional Instructional Television Library continued to be the most effective method of securing the data necessary for a definitive answer to these questions.

THIRD OPERATIONAL YEAR

In reviewing the third operational year of the Great Plains Library, the attention of the reader is directed toward certain significant accomplishments. These accomplishments were the result of continuous building upon the solid foundations previously established through research, board and committee leadership and guidance, professional consultative direction, and staff experience and innovation. Stated more briefly, the dramatic results which were suddenly apparent, were achieved only because of the involvement of educational leadership; they were the cumulative effect of the previous two years of operation plus the planning and research which had preceeded activation of the project. Projections for continued growth and development become more acceptable when all of these contributing factors are kept in mind.

new materials for distribution. Owner-producers seemed more willing if not somewhat anxious to submit their products to the Library system of evaluation. Therefore, in addition to soliciting appropriate series, the Library often had the opportunity of distribution offered by major quality producers. Thus, during this period, twenty new courses were acquired bringing the total of offerings to thirty-four.

Concurrently, the Library continued its policy to encourage the recording of television courses which gave strong indication of regional value by providing the loan of videotape stock to producers who could not otherwise record such lessons. Eight of the thirty-four courses being distributed were acquired through this "speculation" process. The first course so acquired

by this method has had a very high degree of acceptance. "Children's Literature" was used by nine educational organizations during this school year alone.

In direct response to need, the Great Plains Library in the fall of 1964 created and tested a new, highly successful method of rapid distribution of television lessons of temporal nature. Lessons of a New York Public School's current events series called Places in the News were produced in New York City each Monday and are made available through the Library for use by widely separated school systems, e.g., Wyoming, California, Colorado, Ohio and Pennsylvania, on Thursday or Friday of the same week. Thus, an up-to-date and meaningful review of recent world affairs, produced by an ETV station and school system with sufficient resources to provide a course of superior quality, was made available to large numbers of students not otherwise able to receive such instruction.

Plains Regional Instructional Television Library increased substantially, also. Such use continued to illustrate the need for and willingness to use quality recorded instructional materials by instructional television organizations. Whereas in the first year of Library operations a minimal number of lessons (30) were utilized, the figure rose in the second year to 732. During the third school year, lesson usage totaled 1654 and continued to grow. The table which follows also serves to illustrate distribution growth.

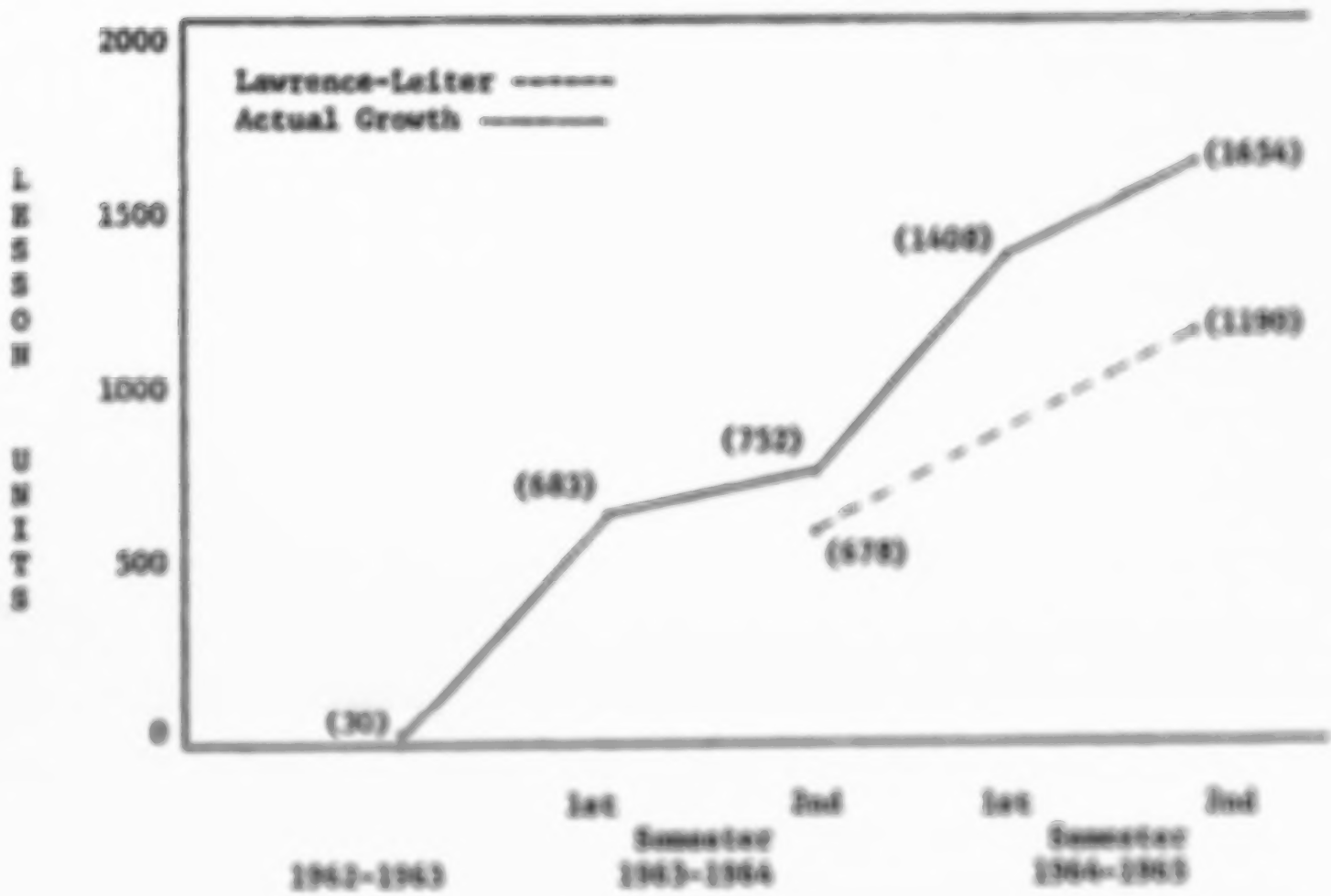
COURSE AND LESSON USAGE

	Number of Courses Used	Number of Lesson Units
1962 Spring Semester	2	30
1963 Fall Semester	20	683
1964 Spring Semester	25	732
1964 Fall Semester	39	1408
1965 Spring Semester	56	1654

The graph presented on the following page illustrates the rate of growth of lesson usage and compares it to the predictions of the Lawrence-Lester business management report, 1964, previously submitted to the Office of Education.

variety of staff supportative activities to television exchange and to of a direct relationship of these activities to the rapid and continued gro the Library. Experience indicates that to effect exchange and to stim th of the use and growth of ITV, and thus contribute to the improvement of late tion, educators must be made increasingly aware of the success of stu- the services available through the Library. Field service representat and although employed only on a part-time basis, continued to provide the ver, with information as to needs of potential users, and organize educat- brary computs which in several local areas prevented duplication of effort into expense and avoided possible competition for the same functions. Fie ion representatives were directly responsible for the creation of ver- ongoing ITV organizations. ral

GROWTH PROJECTION OF LESSON USE



Illustrated above are actual and projected cumulative lesson uses. The rate of increase predicted by the Lawrence-Leiter management study for 1964 is shown as against that experienced.

These Library field agents also served generally to upgrade ITV through instruction in utilization techniques and through stimulating the use of quality recorded instruction obtained from the Library.

The Library continued to activate more effective utilization of instructional television through a series of workshops. In response to requests, workshops were held at Pueblo and Colorado Springs, Colorado; Sioux Falls, South Dakota, and Ames, Iowa. In addition, the Library conducted evaluations

relating to the effectiveness of the first year of ITV was for the Southern Colorado Educational Television Association and the South Dakota Instructional Television Council Consultant services. A number of university level institutions also requested similar services. These requests and this activity demonstrated that the Library rapidly has become a regional focal point for instructional television. Members of the staff have served as resource persons at various professional meetings and conventions. Of these, the most significant were the National Association of Educational Broadcasters' annual convention, Austin, Texas; a Symposium on Inquiry, conducted by the National Education Association at Stephens College, Columbia, Missouri; and the National Radio and Television Association Conference, San Francisco, California. Two papers were presented by the Library director at the Spring ITV meeting of the NAEB in Miami. Five hours of programming samples from the Library were featured at the same meeting. In addition, the director coordinated judging of the local-formal instructional category of television programs submitted to the annual Institute for Radio and Television national competition.

Extensive additional efforts were made by the Library to reach American educators at all instructional levels. A great Plains display booth with attendant staff was present at several educational/broadcast conventions. Important were the national convention of the Department of Audio-Visual Instruction, Division of the National Education Association, Rochester, New York; the national convention of the National Association of Educational Broadcasters, Austin, Texas; the Western Radio and Television Association meeting, San Francisco, California; and, the state convention of the Iowa State Teachers Association, Des Moines, Iowa. At each a large number of educators visited the exhibition booth, providing new and important contacts for

the library and providing the educators with valuable information as to the availability of quality recorded television instruction. A number of course were developed in this manner.

The Great Plains Regional Instructional Television Library also continued its strong program of information dissemination relating to instructional television. These activities included the periodic mailing of a newsletter to nearly two thousand persons, distribution of the most recent Guide to Films, Kinescopes, and Videotapes Available for Televised Use, and distribution of descriptive brochures of endorsed telecourses to select lists of school administrators and curriculum directors. Through speaking engagements, personal correspondence and direct communication, Library staff acted as a Regional clearing house and provided a variety of ITV information, both specific and general in nature. Other important Library and staff activities included: participation in the Peace Corps training program conducted on the University of Nebraska campus for personnel for the operation of ETV facilities in Colombia, South America; securing illustrative instructional and utilization materials for the U.S. Department of State, Agency for International Development, Washington, D.C.; and correlation and cooperation with the Northeastern Regional Instructional Library, and the Southern Regional Educational Board television project.

In order to develop even greater use of quality recorded ITV materials available through the Great Plains Library, the Library will intensify its efforts to acquire additional courses of superior quality, to generate additional and new distribution and exchange, to provide greater and improved service to the educational consumer, and assist local educators at all levels improve the quality of instruction. Early commitments for Great Plains course

usage for the fall semester of the 1965-66 school year totaled 35. One year prior, there were none. Experience has proved that the great majority of ITV course orders were placed during the final three months of the school year preceding use and during the summer months prior to the new school term. Therefore, with 35 course uses at hand, it was safe to assume that the 1965-1966 course distribution projection will exceed both the Lawrence-Letter study and the current year's exchange, which it did.

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This, then, summarizes major developments of the Great Plains Library in the period since activation and since the current contract amendment became effective, and summarizes the Library's current and predicted status. Those responsible for the Great Plains demonstration project submit that considerable service was rendered American education during this period, that the project met all intended objectives, and that, as an active demonstration, the Great Plains Regional Instructional Television Library was one of the most effective and logical means of securing information, experience, and answers leading to a sustaining self-supporting service to American education.